

# SEN Information Reports

Bi-borough SENCO led peer-review



# Baseline review of your current SEN Information Report

- Statutory compliance checklist
- Quality and accessibility of reports (LA checklist)
- Quality and accessibility of reports (School produced checklist)

SEN Information Report Checklist			
School:	Reviewed by (ideally this should include pupils and parents/carers):	Date:	
<b>Does it meet statutory requirements – does it include the required information?</b>	<b>Yes/No</b>	<b>Comments</b>	<b>Next Steps</b>
1. The kinds of special educational needs for which provision is made at the school			
2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs			
3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including:			
(a) how the school evaluates the effectiveness of its provision for such pupils			
(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs			
(c) the school's approach to teaching pupils with special educational needs			

**Audit of School Information Report Spring Term 2019**

Each statement is followed by two lines – (a) and (b), for rating on a 1–5 scale.  
 Line (a) Ring the number which represents the extent to which you feel this ought to be in the whole school policy on SEN: 1 = *must not be in*; 5 = *must be in*.  
 Line (b) Ring the number which represents your view of the actual situation at present: 1 = *not happening at all*; 5 = *happening completely*.

1. The school has a SEN Information Report which has principles consistent with the Code of Practice (2014) and SEN Regulations (2014).

(a)1	2	3	4	5
(b)1	2	3	4	5

**How do you know?**

**Actions that could be taken to improve:**

Self-review:

Peer review:

2 The SEN Information Report explains what the Local Offer is.

(a)1	2	3	4	5
(b)1	2	3	4	5

**How do you know?**

Bi-Borough SEN Information Report Review.

**and Review**

ation Reports should follow a similar approach to the over-arching Local  
 ed with input from pupils and parents  
 could be easily accessible by young people and parents and that it used  
 the required information but also information which parents/carers and  
 le good decisions  
 updated at least annually and reflects any changes in the arrangements in  
 pupils recognise their school

to review their SEN Information Reports and evaluate statutory compliance  
 ut from pupils and parents/carers.

**oping the SEN Information Report**

Evaluation comments	Next Steps

2

# Working together to compare practice

- Following the implementation of the SEND Reforms in 2014, the Local Authority provided schools with a template to support them with the development of a SEN Information Report.
- As the reforms are now more embedded, we are aware that many schools are now developing more bespoke SEN Information Reports to reflect the graduated offer of SEN support offered in their settings, and that these have been developed in partnership with parents.
- We are also aware that good practice is being developed by schools in other local areas.
- With this in mind, we brought together 10 SENCOs from 10 local nurseries and primary schools to review their current SEN Information Reports and report back on their findings.

# Key findings – good practice

- Include parents in the planning of the document – ask them what they want from a SEN Information Report and reflect their feedback.
- Make the report easy to find – name it ‘SEN Information Report’ and ensure link on Local Offer record.
- Keep it as short as possible.
- Less text – more visuals. Particularly to demonstrate graduated offer.
- Make it personal. Accessible list of professionals at your school, and what they do – include photos.
- Information around identification process – what is and what isn’t SEN.
- Include information around Health and Wellbeing offer.
- Include the offers that your school funds from external sources – additional therapies for instance.
- Keep the offer ‘live’ – have half termly forums for parents of children with SEND.
- Links to other boroughs’ Local Offer websites as appropriate.
- Include support for parents that is available in the school.
- Use your governing body for views and challenge.

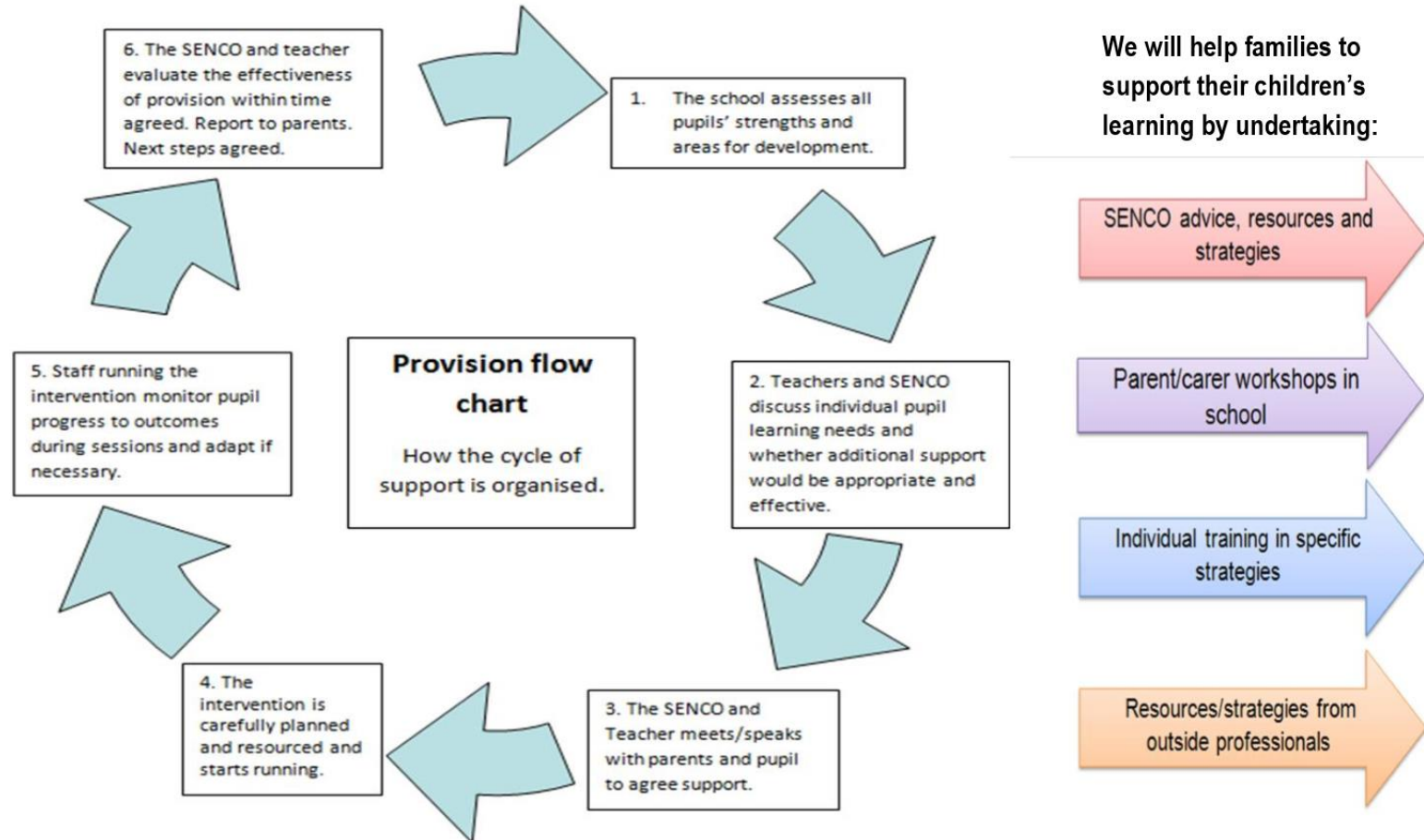
# Key findings – challenges to be worked on

- There is a need to include the pupil voice, without it being tokenistic.
- Balance between being statutorily compliant and accessible / useful for families.
- Try to develop the document in such a way as it can be 'used'.  
Supplementing conversations with parents. Make it make your life easier.

# Key findings – insights and ideas

- Use the process of developing an SEN Information Report to reflect on your whole school offer – the starting point is **all** children and young people
- Peer review process has been good – reflecting on SENCO sometimes being a lonely role – potential to learn from colleagues.
- Pupil voice is key – particularly to be able to show how you have made changes to your offer on the basis of pupil experience and feedback.
- Look into developing video content to bring provision to life.
- Measuring soft outcomes – using report and associated webpages to celebrate success.

# Examples – Park Walk cycle of support



# Examples – Ark Atwood graduated steps

Wave	Children Identified in Assessments as a focus	Plan / Do	Review (Exit Criteria)	Staff involved
I (Universal High-Quality teaching)		RWI phonic booster support Grey books, Set 2-3 sounds, letter formation	To consistently recognise set 1-3 sounds when reading To consistently use set 1-3 sounds in writing	
		Spelling support Tuesday	To consistently spell topic words correctly 5 HFW's/ star words per week	
		Laptop use 1x literacy session per week	To express my ideas clearly	
		Literacy targeted support	To punctuate each sentence correctly To consistently produce complete and correctly structured sentences	
		Fine motor support	To form my letters clearly To move around each letter in the correct direction	
		Special zippy reading pack-10 mins daily 1-1 support	To promote a love of reading To support the acquirement of an extended vocabulary in literacy	
		Exercise and hand putty group	To focus during carpet/ table time	
		Word Wizard	To pronounce new words correctly To understand what they mean To use new words in an appropriate context	
		Maths 30 minutes	1-1 support to recap and consolidate each mornings learning	
II (Targeted)		Extension Literacy group x1 per week	To achieve my Level 3 learning target as discussed with my teacher	
		Art Therapy	To describe how I feel To explain why I feel this way To share ideas on strategies to respond appropriately to my feelings To interact and communicate with my peers successfully	
		Wise behaviour programme 3 groups (Year 2-4) pm	To make good choices consistently To manage my emotions To support my: personal power, emotions, positive vs negative thought, cycles and /or habits of behaviour	
		IPG 15mins daily 1-1 Social skills session 15 mins	To talk to peers and adult appropriately To resolve conflicts with peers successfully To communicate and interact with peers successfully To make 5 points progress on my social star	
		Discussion time	To set expectations for the day Discuss any challenges from previous day/ any apologies to do at the start of the day/ celebrate successes	
		Trampoline and heavy work activities	To support me to behave appropriately in class To stay on task to complete my learning activities at my table To make 5 points progress on my social star	
		IPG pm	To interact successfully with my peers To manage my emotions appropriately To make 5 points progress on my social star	
III (Specialist)		SAL therapist group 1x per week	To pronounce my target sounds correctly To use 1-2 word sentences with my peers	
		OT	To carry out my exercise programme with increasing independence To request a specific movement break to meet my current need that session	

Reading: Writing: Grammar: High achieving groups: SAL Support: Social Skills